APPENDIX C

Sample Assessment Practices

SAMPLE ASSESSMENT PRACTICES

Chapter 5 of this *Framework* provides a summary of commonly used classroom assessment practices. For the purposes of this document, **assessment** means the deliberate use of many methods to gather evidence to indicate that students are meeting the *Standards*. The collected evidence may be formal or informal; however, the key to effective assessment is the use of multiple measures. This section provides teachers with examples of assessment experiences and rating scales that can be adapted for use in a variety of health and physical education situations.

Forced Choice or Selected Response Item

Key Elements: There is one correct answer with plausible distracters. This item focuses on understanding and comprehension.

Sample: Which of these statements about chewing tobacco is true?
- A. Chewing tobacco is safer than smoking tobacco.
- B Chewing tobacco is not addictive because you don't inhale it.
- C. Chewing tobacco increases your risk of mouth and throat cancer.
- D. Chewing tobacco is a good substitute for people who like tobacco but don't want the nicotine.

Essay or Constructed Response Item

Key Elements: A stimulus is provided and the student provides a written response.

Sample: Using tobacco affects more than an individual's physical health. What are some of the effects of tobacco on an individual's appearance, mental attitude, and finances?

Sample: Should smoking be permitted in public places? Why or why not?

Performance Tasks

Key Elements: Grounded in student experiences, this type of in-depth task may require more than one class period.

> **Sample:** You are having six of your friends over for a party. Your mom has just read a book on nutrition and says you can't serve anything containing artificial sweeteners or lots of salt, sugar, or saturated fats. Plan a menu that will make your friends happy and meet your mother's expectations. Explain why your menu is both healthy and tasty. Use the Food Guide Pyramid and other valid resources to support your selections.

> **Sample:** Early in the school year, students participate in an evaluation of their fitness level. The initial results are charted and students develop personal fitness goals. The teacher assists each student to develop a personal fitness plan to meet those goals. Subsequent fitness evaluations occur at the middle and end of the school year and students document their progress. New goals are established as needed. Students analyze their degree of personal improvement.

Sample: Imagine a group that supports mandatory drug testing has hired you. Your job is to solve the problems that have prevented mandatory drug testing from becoming more widespread. You must design and present a campaign that will encourage businesses to institute mandatory drug testing. You will be assessed on your understanding of the effects of drug use on society and the interplay of individual rights and societal protection.

Sample: Write a diary or short play describing a young person's decision to have or not have sexual intercourse. The writing should outline factors that influence the person's decision and its outcomes. You will be assessed on the following criteria:

Procedural

Advanced	Carries out major processes and skills automatically and with ease
Proficient	Carries out processes without significant error but not automatically
Basic	Makes a few errors but still accomplishes the task
Novice	So many errors occur, the purpose is not accomplished

Knowledge

Advanced	Demonstrates a thorough understanding of important information; shows details, articulates complex relationships and distinctions
Proficient	Demonstrates understanding and provides some detail
Basic	Demonstrates incomplete understanding but no serious misconceptions
Novice	Demonstrates an incomplete understanding and holds some serious misconceptions

Sample: Work in pairs to develop a classification system that focuses on the key characteristics of a disease. Brainstorm general categories for the disease then repeat the same process from two other perspectives (physician or public health official, insurance company representative, research scientist, politician, or parent). Be sure to use a variety of resources to support the classifications. Your project will be assessed on your knowledge of the disease selected, the characteristics of the categories selected, the method used to sort and organize the categories, and the resources used to support the project.

Portfolio

There are three major types of portfolios: working portfolios, display portfolios, and assessment portfolios. Although they may be used for different purposes, they overlap in practice. A working portfolio is a "project in the works", a holding tank for work that may be selected at a later date for inclusion in another portfolio. A working portfolio is generally structured around a specific content area or topic and elements contained therein relate to the specific objectives for that unit. As students move pieces from a working portfolio to another format, they should be able to justify the selection of a particular piece of work. A display portfolio is designed to showcase the highest level

of achievement attained by the student. This type of portfolio may be carried over from year to year. It is often called a "best works" portfolio and as such, may include evidence of student activity beyond the classroom (e.g., photos or video of participation in an athletic event, a poem or story that extends classroom discussion).

An assessment portfolio has as its primary purpose documentation of student knowledge based on particular instructional outcomes. Assessment portfolios can be use to demonstrate mastery and may span a unit, a semester, an entire school year, or longer. Danielson and Abrutyn (1997) describe eight basic steps to developing a portfolio assessment system.

1. Determine the instructional objectives (e.g., *Standards* and cumulative progress indicators) to be addressed throughout the portfolio.
2. Determine the decisions to be made based on the portfolio assessment (e.g., promotion to next grade level).
3. Design assessment tasks for the objectives. Ensure that the task adequately covers the content and skills students are expected to attain.
4. Define the criteria for each assessment task and establish performance standards for each criterion.
5. Determine who will evaluate the portfolio entries.
6. Train teachers or other evaluators to score the assessments. This will ensure the reliability of the assessments.
7. Teach the curriculum, administer the assessments, collect them in portfolios, and score them.
8. Make decisions based on the outcomes.

The use of portfolio assessment requires special attention to the procedures used to evaluate student work to ensure that standards of reliability and validity are met. Educators need to develop scoring rubrics with clear criteria and descriptions of different levels of performance. (A sample portfolio rubric is shown below.) To ensure inter-rater agreement, educators collect samples of student work at the different levels and conduct training sessions for the assessors.

Portfolios can be used in a number of innovative ways. For example, students who participate in community service or service learning experiences can provide examples of their experiences, select the best ones, and reflect on those experiences. Students can provide the instructor with a summary of the experience through the use of creative writing, artwork, photos, or video. Portfolios can be used to summarize the results of interdisciplinary instruction or focus on a particular subject area. An employment portfolio can be used to reflect workplace and career development experiences. Lastly, a skill area portfolio can reflect student expertise in public speaking, problem solving, or specific movement skills.

A **fitness portfolio** might include the following items:

- Results of initial fitness test (e.g., scores, a videotape of test skills, task cards or checklists, student self-assessment)

- Analysis of the fitness test results

- Analysis of lifestyle factors that influence fitness level (e.g., height, weight, nutritional status, health status, activity level)

- Written goals and action plan based on fitness outcomes

- Diary or log of activities to achieve the fitness goals (e.g., written, audiotape, videotape, photos)

- Repeat testing, goal analysis, revision of goals and modified action plan at several intervals during the school year

- Summary of achievements

A fitness portfolio focusing on goal setting can be evaluated using the following rubric. Other rubrics might be developed to evaluate the attainment of specific skills, monitor group process at achieving similar goals, or assessing the student's cognitive understanding of fitness.

Sample 1

ANALYTIC RUBRIC FOR PORTFOLIO ASSESSMENT: GOAL SETTING	
Level of Achievement	**Description**
Distinguished (4)	Goals are attainable and growth oriented; implements procedures to reach goals
Proficient (3)	Goals and processes are positive, realistic, and somewhat growth oriented
Apprentice (2)	Some goals and processes are positive and realistic; little growth seen
Needs Improvement(1)	Goals are not focused and are unrealistic for abilities or present level of development
Unacceptable	No goals are mentioned

Adapted from Danielson, C. & Abrutyn, L., p. 53.

RUBRICS

A **rubric** is a scoring tool that lists criteria for a piece of work. A rubric articulates gradations of quality for each criterion. Rubrics can improve student performance as well as monitor it by making teacher's expectations clear and by showing students how to meet those expectations. Rubrics help students become more thoughtful judges of their own work. Students need to practice using rubrics in order to become accustomed to the standards established and the ways to meet them. Rubrics can be developed for group and individual work, for written and spoken assignments, and for skill performance. Here are several examples of rubrics (also known as performance standards, task cards, or checklists) that be used to assess student work in health and physical education.

Sample 2

SKILL ANALYSIS: BASKETBALL JUMP SHOT		
	Beginner	**Intermediate**	**Advanced**
Pre-execution	■ Balanced stance with upright trunk ■ Ball held above and in front of shoulder ■ Ball held in pads of of fingers	■ Shoulder aligned to basket ■ See ball, see basket ■ Off hand guides ball	■ Greatest jump force at take-off ■ Shoulder angle = 100° ■ Elbow angle = 80° ■ Student shows consistency in hand and ball placement
Execution	■ Student pushes with legs ■ Elbows extended up ■ Fingers pointed towards basket	■ Student jumps up not forward ■ Ball released at top of jump ■ Backspin - ball rolls off fingers	■ Smooth execution ■ Soft shot -minimum force pushes ball ■ Ball rotates 2-3 times in the air
Post-execution	■ Eyes kept on target ■ Arm left extended ■ Hand "in the basket" ■ Student follows shot	■ Guide hand kept up and aligned to ball ■ Upright landing opponent	■ Students anticipates angle of rebound ■ Students locates ■ Student blocks out opponent

Adapted from Smith, J., Kras, J. & Strand, B. (1996, October). Get Aboard the B-Boat. *Journal of Physical Education, Recreation, and Dance,* 67, 8, p. 23.

Sample 3

GENERIC PERFORMANCE STANDARDS: PHYSICAL EDUCATION	
Level	**Standard to be Achieved for Performance at Specified Level**
6	**Achieves purpose of the task full while insightfully interpreting, extending beyond the task, or raising provocative questions** ■ Possesses motor skills, knowledge, and understanding requisite to success in physical activities and maintenance of a healthy life-style ■ Demonstrates skills, knowledge, and understanding ■ Models equitable and ethical behaviors towards others
5	**Accomplishes the purposes of the task** ■ Possesses the motor skills, knowledge, and understanding needed for success in physical activities ■ Selects activity appropriate to personal capabilities ■ Shows ability to accept and respect achievement level of self and others
4	**Completes purpose of the task substantially** ■ Displays movement proficiency with limited transfer of learning to other activities ■ Demonstrates willingness to experience new activities ■ Applies rules, vocabulary, strategy, and etiquette most of the time in activity
3	**Purpose of the task not fully achieved; needs elaboration; some strategies perhaps ineffectual or inappropriate; assumption about the purposes perhaps flawed** ■ Movements more consistent but unreliable ■ Demonstrates limited acceptance of individual differences in self and others ■ Interacts positively most of the time with others in small groups
2	**Important purposes of the task not achieved; redirection of work may be needed; completion affected by approach to the task** ■ Movements inconsistent and unreliable ■ Ongoing affirmation required to attend to the task ■ Teacher direction required for basic cooperation
1	**Purposes of the task not accomplished** ■ Shows little evidence of ability to control or replicate a movement ■ Is unable to verbalize needs ■ Displays inappropriate, aggressive social behavior

Adapted from the California Physical Education Framework, 1994.

Sample 4

COOPERATIVE GROUP CHECKLIST

A. Works towards group goals
4. Helps identify goals and works hard
3. Communicates commitment and carries out roles
2. Committed but doesn't work
1. Doesn't work or works against the group

B. Interpersonal skills
4. Promotes effective group interaction; presents ideas and listens to others ideas
3. Participates without prompting and is sensitive to other ideas
2. Participates with prompting; expresses ideas without considering the feelings of others
1. Does not participate or is insensitive to the feelings of other group members

C. Group maintenance
4. Identifies changes and makes modifications as needed
3. Helps identify changes
2. When prompted, helps make change; minimal involvement
1. Doesn't participate or refuses to participate

D. Roles
4. Assumes multiple roles
3. Assumes two roles
2. Attempts more than one role but has little success
1. Rejects his/her role

Sample 5

GENERIC SKILL OR PERFORMANCE CHECKLIST	
Rating	**Description**
4	Mastery specific to the task or situation without error; little or no conscious effort to perform the task
3	Without significant errors
2	Several errors but can approximate the skill or task
1	Several critical errors

Sample 6

ORIGINAL DANCE PATTERN CHECKLIST			
Evaluation Item	**Excellent**	**Good**	**Needs Improvement**
Use of dance steps	■ Uses 4 of 4 steps	■ Uses 3 of 4 steps	■ Uses 2 of 4 steps
Performance of steps	■ Performs all steps correctly	■ Performs 2 of 4 steps correctly	■ Performs none of the steps correctly
Dance execution	■ Smooth flow from one step to the next ■ Repeats the pattern without hesitation	■ Most steps flow ■ Hesitates between patterns	■ Does not flow smoothly ■ Stops between patterns
Rhythmic ability	■ All movements correspond to the beat ■ Differentiates between slow and quick beats	■ Most movements correspond to the beat ■ Does not always differentiate between slow and quick beats	■ Does not move to the beat and cannot alter speed
Dance style	■ Uses additional body movements to accentuate the mood and style of music	■ Uses some body movements	■ Rigid; no style
Enjoyment	■ Appears to enjoy dancing ■ Cooperates	■ Somewhat enjoys dance ■ Actively participates and cooperates	■ Does not appear to enjoy dance ■ Is resistant and does not cooperate

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Sample 7

BADMINTON SKILL CHECKLIST	
Rating	**Skill Descriptions**
4 Points	■ Knows badminton rules and plays by them ■ Consistently shows good sportsmanship ■ Follows class rules ■ Calls out the score before each serve ■ Moves to the birdie so in proper position to hit it ■ Hustles after the birdie ■ Makes contact with the face of the racquet ■ Tries to move the opponent rather than just returning the birdie over the net
3 Points	■ Knows some of the rules and tries to play by them ■ Shows good sportsmanship most of the time ■ Sometimes hustles after the birdie ■ Sometimes calls out the score before each serve ■ Sometimes moves to the birdie so in proper position to hit it ■ Sometimes make contact with the face of the racquet ■ Sometimes uses legal hits ■ Sometimes tries to move the opponent rather than just returning the birdie over the net
2 Points	■ Knows only a few rules and does not follow them ■ Argues calls ■ Does not hustle after the birdie ■ Hits the birdie with the edge of the racquet or perform multiple hits ■ Often uses illegal hits ■ Just returns the birdie over the net and does not try to move the opponent
1 Point	■ Does not know the rules ■ Is rude to classmates ■ Does not show evidence of interest in the activity ■ Does not try to hit the birdie ■ Gets out of the way to avoid hitting the birdie

Sample 8

BALL SKILLS: GRADES K-2			
Rating	**Dribbling**	**Throwing**	**Catching**
Outstanding	■ Stationary in self-space ■ Uses fingers ■ Ball bounces below hip, above knee	■ Points opposite hip and shoulder at partner ■ Steps with opposite foot ■ Hits partner in the hands	■ Uses two hands only ■ Ball does not touch body
Good	■ Stationary most of the time ■ A little palm is used ■ Ball occasionally varies in bounce height	■ Points shoulder not hip ■ Steps with opposite foot ■ Hits partner's head to waist	■ Uses two hands ■ Accepts ball into body
Fair	■ Ball occasionally leaves self-space ■ Palm often used ■ Inconsistent ball bounce height to toe	■ Steps with opposite foot ■ No hip or shoulder point ■ Hits partner's head	■ Cradles ball with arms into body
Needs Improvement	■ Ball consistently leaves self-space ■ Slaps the ball ■ Dribbles off own foot or someone else's foot	■ Steps with same foot ■ No hip or shoulder point ■ Misses partner completely or hits someone else's partner	■ Catches with belly button ■ Belly button rejects the ball

Sample 9

REFUSAL SKILLS CHECKLIST			
Skill	**Great**	**Good**	**Needs Work**
Says "No"	■ Uses the word "no" in the response ■ Clearly states his/her position ■ Clearly states a justification for the response	■ Uses the word "no" in the response ■ Hesitates when stating his/her position ■ Cannot justify the response	■ Does not say "no" ■ Cannot articulate a justification
Body language	■ Makes eye contact when speaking ■ Uses a firm, business-like voice ■ Keeps a serious expression—does not laugh or look away ■ Uses appropriate gestures ■ Physically removes self or places distance between self and others ■ Body says same thing as words	■ Makes only occasional eye contact ■ Occasionally uses a firm, business-like voice ■ Attempts to keep a serious expression ■ Uses gestures minimally ■ Makes some attempt to physically remove himself from the situation ■ Body language matches words most of the time	■ No eye contact ■ Uses a soft, passive voice ■ Laughs, looks away ■ Does not use gestures or uses inappropriate gestures ■ Does not move away from the situation ■ Body language does not match words
Repeats the refusal	■ Repeats the original "no" until the other person stops pressuring ■ Restates the "no" and increase the intensity ■ States how he/she feels about the situation ■ States several potential consequences of the actions	■ Attempts to repeat the "no" but eventually gives in ■ Attempts to increase the intensity of the response ■ Attempts to explain how he/she feels ■ Can state one/two consequences	■ Does not repeat the no ■ Does not change stance, voice, or intensity ■ Cannot explain how he/she feels about the situation ■ Cannot cite at least one potential consequence

REFUSAL SKILLS CHECKLIST *(cont'd.)*			
Skill	**Great**	**Good**	**Needs Work**
Suggests alternatives	■ Suggest several alternatives that are realistic and appealing ■ Suggests another activity to get out of the current situation ■ Moves towards acting on the alternative	■ Suggests an alternative ■ Makes an attempt to move towards the alternative	■ Cannot suggest an alternative
Builds the relationship	■ Consistently uses strong, honest communication ■ Uses "I" statements ■ Accepts and acknowledges the other person's needs and wants	■ Attempts to use strong honest communication ■ Occasionally uses "I" statements ■ Tries to acknowledge the other person's feelings	■ Lies ■ Jokes about the situation ■ Ridicules the other for his/her feelings and ideas